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SHARED-TIME (DUAL ENROLLMENT) CONCEPT FOR AREA VOCATIONAL EDUCATION PROGRAMS. FINAL REPORT.

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THE OBJECTIVES OF THE PROJECT WERE TO DETERMINE THE EXTENT AND NATURE OF SHARED-TIME VOCATIONAL EDUCATION PROGRAMS IN OPERATION THROUGHOUT THE UNITED STATES AND TO DEVELOP SOME ADMINISTRATIVE GUIDELINES FOR ESTABLISHING SUCH PROGRAMS. A QUESTIONNAIRE TO SECURE INFORMATION ABOUT ADMINISTRATIVE ORGANIZATIONS, NUMBER AND SIZE OF SCHOOLS PARTICIPATING, ENROLLMENT, TYPES OF SERVICES, WAYS OF INFORMING STUDENTS AND PARENTS ABOUT AVAILABLE COURSES, AND SOURCES OF FUNDS WAS SENT TO THE MORE THAN 140 SCHOOLS HAVING SHARED-TIME PROGRAMS IDENTIFIED BY STATE DIRECTORS OF VOCATIONAL EDUCATION. SOME FINDINGS FROM RESPONSES FROM 70 SCHOOLS WERE--(1) USUALLY THE FACILITIES WERE PROVIDED AT ONE CENTRAL SITE, (2) ABOUT 80 PERCENT OF THE SCHOOLS PROVIDED TRANSPORTATION FOR STUDENTS AND MORE THAN ONE-THIRD OF THE SCHOOLS REPORTED STUDENT TRAVEL OF 20 MILES OR MORE, (3) THE LARGEST NUMBER OF SCHOOLS WERE IN RURAL-URBAN AREAS OF NOT MORE THAN 25,000 POPULATION, (4) 50 PERCENT OF THE PROGRAMS WERE ADMINISTERED THROUGH A REGULAR HIGH SCHOOL DISTRICT AND 30 PERCENT THROUGH AN INTERMEDIATE OR COUNTY DISTRICT, AND (5) MORE THAN 60 PERCENT INDICATED THAT STUDENTS SPENT MORE THAN TWO PERIODS PER DAY, 5 DAYS PER WEEK IN THE CENTER. REPRESENTATIVES FROM 17 PUBLIC HIGH SCHOOLS, 11 INTERMEDIATE SCHOOL DISTRICTS, AND FIVE COMMUNITY COLLEGES, PARTICIPATING IN A WORKSHOP FOR PLANNING SHARED-TIME VOCATIONAL ROGRAMS, DEVELOPED A LIST OF SUGGESTED ACTIONS TO FACILITATE AREA PROGRAM DEVELOPMENT. THE SUGGESTIONS CONCERNED LEGAL, COMMUNITY, CURRICULAR, AND MANPOWER DEMAND CONSIDERATIONS. (MM)

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SHARED-TIME (DUAL ENROLLMENT) CONCEPT FOR AREA VOCATIONAL EDUCATION PROGRAMS

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SHARED-TIME (DUAL ENROLLMENT) CONCEPT FOR AREA VOCATIONAL EDUCATION PROGRAMS

A FINAL REPORT OF PROJECT 501

Contract OE5-85-111

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1967

Some of the Michigan educators who attended a workshop at Michigan State University during July 19-20, 1967, to discuss the concept of shared-time as a basis for conducting area vocational education programs

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PURPOSE

The shared-time project is designed to contribute to the development and expansion of vocational education programs at the high school level. Such development and expansion should enhance the opportunity for more individuals to enroll in vocational education programs of their choice, regardless of where they live. In addition, such educational development by individuals contributes positively to improvements and expansions in business and industry.

OBJECTIVES

The focus of this project comes through a single question: How can local public schools develop comprehensive programs of vocational education through the utilization of facilities and staff to serve students from more than one high school?

The specific objectives of the shared-time project are:

1. To determine the extent and nature of shared-time vocational education programs in operation throughout the United States and
2. To develop some administrative guidelines for establishing shared-time programs.

RELATIONSHIP TO RESEARCH AND DEVELOPMENT PROGRAM

The Shared-Time Project is one of several projects in a developmental vocational-technical education and teacher education program based on a clinical school concept. The Shared-Time Project has focused on the particular administrative arrangements necessary for area vocational education programs. It is designed to be supportive to the other projects and activities which focus on curriculum development; local evaluation systems; internship patterns for preparation of vocational teachers and other vocational educators; and instructional materials development, allied research, and teacher education through seminars, workshops and institutes.

NEED

The need for expanded and improved vocational education programs has been the subject of concern by educational, industrial and other community leaders for several years. This concern was expressed, in part, as a national concern through the Vocational Education Act of 1963. One of the Act's major purposes was to encourage states to extend and to improve existing vocational education and to develop new programs of vocational education so as to provide equality of educational opportunity for all youth and adults.

The urgency for making available programs of vocational education to a larger proportion of the senior high school youth, in both urban and rural areas, has become more evident daily. Although progress has been made in Michigan and other states, the rate of change has not been fast enough.

Some of the factors affecting the rate of change appear to be (1) very limited financial support from the state for vocational education, (2) a large number of relatively small high schools, frequently serving sparsely settled areas where transportation is a major cost, (3) a shortage of qualified personnel to develop, administer and operate the needed programs, and (4) the relatively high cost for construction of facilities and purchase of equipment, the major share of which, under present conditions in Michigan and many other states, the local operating districts must bear.

In Michigan during the past two years more than thirty area vocational-technical education studies have been completed. The recommendations in all of these studies have included reference to the concept of shared-time as one basis for developing area vocational education programs. The recommendations have included two general administrative patterns, usually depending on the presence or absence of a community college. In all instances, the concept of shared-time (dual enrollment) has been advanced as a potential means of making vocational education available to all youth at the 11th and 12th grade levels, regardless of the school in which they normally enroll.

The shared-time concept has been advocated on the premise that more efficient utilization of specialized facilities and staff may be accomplished through dual enrollment of students from surrounding schools. The number of students in a given high school de-

siring instruction in some vocational subject areas is frequently less than the number needed to justify the provision of an appropriately equipped laboratory and a qualified teacher. However, the potential enrollment from several high schools, plus the possible enrollment of out-of-school persons in adult classes, may make such area programs feasible.

DESIGN OF THE PROJECT

The design for the Shared-Time Project provided for data gathering activities, leadership development activities, and dissemination activities. These three kinds of activities were to be conducted over a period of approximately 30 months, starting in July 1965, as follows:

Data gathering activities

Preparation of an annotated bibliography of literature dealing with the concept of shared-time in education

Identification of shared-time vocational education programs in Michigan and other states; and collection of selected data from the schools, operating the shared-time programs.

Consolidation of data on student and parent aspirations for education and occupations from approximately 3300 11th graders, and 1600 parents of 11th graders from more than 60 schools in rural Michigan.

Case studies of selected schools operating shared-time programs of vocational education in a (1) metropolitan area, (2) rural-urban area, and (3) rural area.

Leadership development activities

Workshops for administrators in schools operating or anticipating shared-time vocational education programs.

Dissemination activities

Publication and distribution of an annotated bibliography of literature dealing with the concept of shared-time in education.

Publication and distribution of a handbook for implementing area vocational education programs in Michigan through use of the shared-time concept.

STAFFING

The staff for the Shared-Time Project consists of the project leader, one research assistant, an advisory committee, supporting clerical services, and consultants from the fields of sociology, curriculum, guidance and counseling, school administration, and manpower economics.

BACKGROUND

Shared-time is an old concept, even in the field of education. Thomas Jefferson may have been one of the earliest advocates of shared-time for education in the United States. While opposing the establishment of a theological school at the University of Virginia, he suggested that the various denominations establish schools near the University so that students could attend the University for secular subjects and divinity schools for theological studies.[1]

The dual enrollment of students in church-state institutions has increased in recent years and at the same time has been the focus of controversy regarding separation of state and church. However, the broader concept of shared-time encompasses dual enrollment of public school students in other public schools as well as the students in church-state institutions.

Perhaps because of the controversy over public and non-public school relationships, Iwamoto has defined shared-time as

> ". . .an arrangement whereby non-public schools send their students to public schools for instruction in one or more subjects during a regular school day. This arrangement is also called dual enrollment, split-time, and dual registration."[2]

This definition is too limiting for the purposes of the Shared-Time Project. Shared-time, as used here, refers to the concept of dual enrollment by the students in two schools, either two public schools or one public and one private school. The students maintain an identification with both schools. The

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1. Editorial, *The Commonwealth*, May 22, 1964, p. 248.
2. Iwamoto, David, "Reactions to shared-time," *NEA Journal,* December, 1964, p. 49.

student travels, by some means, from one school to the other. The student is enrolled in classes at both schools, although the amount of time and kinds of classes taken at each school may vary quite widely.

The American Association of School Administrators in their annual meeting at Atlantic City in February 1966 gave implied support to the shared-time concept for conducting area programs of vocational education.

> "We believe that the secondary schools should recognize and develop the capacities of every child. Attempts to qualify the entire school population for college admission betray that belief in the world of the individual upon which our society is founded."
>
> "The Association believes that occupational preparation should be an integral part of our free public education system and should be available to all who enter the world of work from the public schools."
>
> "We believe that the direct transition from school to work is a worthy objective and that preparation for the world of work is a necessary and appropriate function of the secondary schools. Lastly, we believe that the expansion of the vocational-technical occupational offerings, through area occupational programs consistent with the comprehensive secondary school concept or through other collaborative efforts among school systems, will result in educational offerings that are greatly expanded and diversified."[3]

PROGRESS AND FINDINGS

The term "shared-time" has most frequently been used when referring to arrangements for non-public school students to participate in educational programs conducted by public schools. Frequently, these programs have been at the junior high school and senior high school levels. A study conducted by the National Education Association found that the subjects of (1) industrial arts and vocational education and (2) home economics, were most frequently provided to non-public secondary school pupils in 1963-64, as shown in Table 1.

3. Source: Reported in *American Vocational Journal*, March 1966, p. 6.

Table 1

Subjects Most Frequently Provided To Nonpublic Secondary School Pupils, By Enrollment And Percent Of School Systems, 1963-64

Subject	*Total enrollment in Subject*	*Percent of school systems providing subject to nonpublic school pupils*
Industrial arts and vocational (industrial) education	7,861	72.6%
Home economics	6,563	57.0
Instrumental music	1,304	23.5
Physical education	1,104	10.1
Physics	227	11.2
Chemistry	188	8.4
Driver training	836	8.4
Foreign languages	153	5.6
General science	341	5.1
Advanced mathematics	107	7.3

Source: Shared-Time Programs: An Exploratory Study, Research Report 1964-R 10, Research Division, National Education Association, April 1964.

STATE VOCATIONAL EDUCATION DIRECTORS REPORT AREA PROGRAMS USING SHARED-TIME CONCEPT. All state directors of vocational education were contacted by letter during the fall of 1965 to determine the number and location of area vocational education programs in their states using the shared-time concept. Although there are variations among the states as to the use of the term "shared-time", more than 140 vocational education programs were reported, as shown in Table II. Table II also contains information about the number of schools reported in the NEA study to have shared-time programs.

SCHOOLS REPORT ON THEIR AREA VOCATIONAL EDUCATION PROGRAMS. A questionnaire (see Appendix A) was sent to each of the schools identified by the state directors of vocational education. The questionnaire was designed to secure information about administrative organization, number and size of public and non-public schools participating in the shared-time program, number of students involved, characteristics of the service area, practices used to inform students and parents about the courses of study available, sources of funds for operating programs and enrollment in the courses offered.

Seventy schools reported information about their area vocational education program. (Table 2)

Table 2

Number Of Public School Systems Reporting Shared Time Programs

State	Number of School Systems: NEA STUDY, 1963-64 — Reported Program	Contemplating Program	Total	REPORT ON VOC. PROGRAMS, 1965 — Reported Program	Contemplating Program	Total
Alabama	0	2	2	0	0	0
Alaska	0	0	0	--	--	--
Arizona	1	0	1	1	0	1
Arkansas	4	1	5	2	0	2
California	3	6	9	5+	0	5+
Colorado	2	3	5	1	0	1
Connecticut	3	0	3	2	0	2
Delaware	0	0	0	2	0	2
Florida	1	1	2	8	0	8
Georgia	1	2	3	--	--	--
Hawaii	0	0	0	--	--	--
Idaho	0	1	1	--	--	--
Illinois	27	8	35	1	2	3
Indiana	11	2	13	1	2	3
Iowa	9	3	12	0	*	0
Kansas	9	0	9	5	0	5
Kentucky	5	2	7	--	--	--
Louisiana	2	0	2	--	--	--
Maine	0	1	1	0	*	--
Maryland	0	0	0	0	Some	0
Massachusetts	2	2	4	0	0	0
Michigan	42	16	58	22	1	23
Minnesota	13	5	18	--	--	--
Mississippi	4	1	5	0	0	0
Missouri	10	1	11	6+	Some	6+
Montana	4	0	4	--	--	--
Nebraska	4	1	5	5	0	5
Nevada	0	0	0	0	1	1
New Hampshire	0	1	1	0	0	0
New Jersey	3	2	5	2	0	2
New Mexico	0	0	0	0	2	2
New York	2	7	9	20	0	20
North Carolina	0	0	0	--	--	--
North Dakota	3	2	5	0	0	0
Ohio	36	8	44	14	0	14
Oklahoma	5	4	9	--	--	--
Oregon	2	2	4	1	Some	1
Pennsylvania	31	6	37	10	0	10
Rhode Island	0	0	0	--	--	--
South Carolina	0	0	0	5	4	9
South Dakota	2	1	3	0	Some	0
Tennessee	1	1	2	6	0	6
Texas	3	5	8	--	--	--
Utah	0	0	0	4	0	4
Vermont	3	1	4	**	--	--
Virginia	0	1	1	2	0	2
Washington	3	1	4	3	0	3
West Virginia	3	1	4	7	0	7
Wisconsin	25	10	35	5***	Some	5
Wyoming	1	0	1	0	0	0
Washington, D.C.	--	--	--	-	-	-
Total	280	111	391	140		

* Permissive legislation recently enacted

** Legislation provides for payment of tuition on individual basis

*** Reported only the shared-time programs between public schools

Sources: 1) Shared-Time Programs: An Exploratory Study, Research Report 1964-R 10 Research Division, National Education Association, April 1964.

2) Based on replies to letters sent to all state directors of vocational education, November 1965 asking for information about schools conducting shared-time programs of vocational education between high schools or between high school districts.

STUDENTS IN SHARED-TIME PROGRAMS. Nearly 26,000 students were reported to be enrolled in the shared-time vocational education programs. More than one-half of these students were identified as belonging to the central schools and most of the other students were from other public schools. Approximately one percent (311 students) were reported to be from non-public schools.

PARTICIPATING SCHOOLS AND SCHOOL DISTRICTS. More than 500 public schools and 32 non-public schools were reported to be participating in the shared-time area vocational edu-

cation programs. These high schools were located in 292 constituent districts, which had K-12 enrollment of just over one million students during 1965-66. About three out of every five of the 70 reporting school systems had less than 4800 students in grades K-12. Nearly one out of every three reported anenrollment of less than 600 pupils in grades K-12. Although the receiving school for students in the shared-time program is typically a small school, four of the 70 schools reported K-12 enrollments of 100,000 or more.

LOCATION OF FACILITIES. Usually, the facilities are provided at one central site. About three out of every five schools reported a central facility while most of the others (about 36%) reported the use of decentralized facilities at two more sites.

ADMINISTRATIVE STRUCTURE FOR OPERATION. Regular high school districts and county school districts were the most frequently reported administrative structures for operating area vocational education programs through use of the shared-time concept. Eighty percent of the 70 reporting units indicated one of these two structures as shown below:

Administrative Structure	*Percent (N=70)*
1. Program is administered through a public POST-HIGH SCHOOL INSTITUTION (such as Community College, Junior College, Technical Institute, etc.)	4
2. Program is administered through a regular high school district	50
3. Program is administered through an intermediate or county school district	30
4. Program is administered through a state school located to serve a sub-area of the state	4
5. Other	10
6. No response	2

TRANSPORTATION OF STUDENTS. About 80 percent of the schools provided transportation for some or all of the students to participate in the shared-time area vocational education program. About 19 percent of the schools reported transportation was provided for none of the students to participate in the area program. More information is needed before drawing conclusions regarding the extent to which the shared-time area vocational education program is made available to students on the same basis as other educational programs are provided. In other words, does the school provide any transportation service, and if so, to what pupils and on what basis?

DISTANCE TRAVELLED BY STUDENTS. More than one-third of the schools reported students travelled 20 or more miles to participate in the area program.

Distance to Boundary of Service	*Percent (N=70 schools)*
1. Less than five mile radius	10
2. Five-ten mile radius	17
3. Ten-fifteen mile radius	14
4. Fifteen-twenty mile radius	13
5. Twenty or more miles	36
6. No response	10

POPULATION DENSITY OF AREA SERVED. The largest number of schools which reported were in rural-urban areas, although urban areas and rural areas were also represented.

Type of Area From Which Students Come	*Percent (N=70 schools)*
1. Metropolitan: encompassing a major population center, but not including rural areas	11
2. Mainly urban area with some rural areas, but including population centers in excess of 25,000	21
3. Serving urban and rural areas, but not including any population center in exccess of 25.000	43
4. Mainly rural (towns with population of 2,500 or less) including both farm and non-farm youth	19
5. Other	6

SCHEDULING OF CLASSES. About three out of every five of the responding schools reported daily class periods *had not* been adjusted so that the beginning and ending of the periods would be similar in all schools.

PATTERN OF TIME BY STUDENTS IN AREA CENTER. The amount and pattern of time spent by the shared-time students in the receiving school was found to be somewhat varied but with more than sixty percent of the schools indicating the students spent more than two periods per day, five days per week in the center.

Time Pattern for Students in Receiving School	*Percent (N=70 schools)*
1. Two periods per day, five days per week	17
2. More than two periods per day, five days per week	61
3. Other	20

COURSES TAKEN IN RECEIVING SCHOOL. About three-fourths of the schools reported the shared-time students had no opportunity to take courses in addition to the vocational courses in the receiving school. Or stated positively, the students usually take their general courses (such as English, mathematics, science, industrial arts and social studies) at their *home high school.* In addition, student participation in extra-curricular activities is almost exclusively through the home high school.

OTHER INFORMATION. Additional information about the programs of instruction, sources of finances, guidance and counseling services, and other factors in conducting shared-time programs will be available after additional analyses have been completed.

DEVELOPMENT OF AREA PROGRAMS WORKSHOP FOR MICHIGAN EDUCATIONAL LEADERS. A two-day workshop on use of the shared-time concept for developing area vocational educational programs was conducted at Michigan State University during July 1966. The Workshop was attended by representatives from 17 public high schools, 11 intermediate school districts, five community colleges, in addition to eleven workshop speakers and consultants.

The purpose of the workshop was to further the development of effective vocational education programs at the high school level through use of the SHARED-TIME concept. The specific objectives of the workshop were:

To review experiences and concerns of administrators regarding shared-time vocational education programs,

To discuss basic factors to be considered when planning and conducting shared-time vocational education programs, and

To identify guidelines to be used by administrators for planning and conducting shared-time vocational education programs.

The presentations included both theory and practice. Three speakers presented information based on their experiences in planning and directing area vocational education programs which utilize the shared-time concept:

in a metropolitan area
Mr. Louis Clark, Vocational-Technical Education
Special School District, St. Louis County, Mo.

in a rural-urban area
Mr. Rudolph Schneider, Director
B. O. C. E. S. Area Vocational Education Program
Steuben County, Bath, New York

in a rural area
Mr. William Martin, Director
Southeastern Indiana Area Vocational School
Versailles, Indiana

Other presentations were made, primarily from the viewpoint of basic factors to be considered when developing an area vocational education program utilizing the shared-time concept. These included:

some legal considerations
Mrs. Fred Thrun, Attorney
Lansing, Michigan

some community factors to consider
Dr. Sheldon Lowry, Professor
Department of Sociology
Michigan State University

some curricular considerations
Dr. Chandos Reid, Curriculum Consultant
Livonia, Michigan

some financial considerations
Mr. Leon Alger, Supervisor
Program Development Section
Division of Vocational Education
Michigan Department of Education

some manpower demand factors
Mr. Joseph W. Duncan, Director
Michigan Manpower Study
Battelle Memorial Institute
Columbus, Ohio

SOME OTHER DEVELOPMENTS. There have been many articles written in recent years about "shared-time." Most of these articles have focused on the sharing of time in public schools for students enrolled in non-public schools. An annotated bibliography of articles on shared-time has been prepared and is in process for publication at the present time (Published in January 1967).

Copies of some articles and publications have been secured for use by the researchers on the Shared-Time Project. A partial list of the items is as follows:

1. "New directions in vocational education," by Alva R. Dittrick, Deputy Superintendent, Cleveland Public Schools, Cleveland, Ohio. Reprinted from THE BULLETIN of The National Association of Secondary-School Principals, Vol. 49, No. 301, May, 1965, pp. 47-53.
2. "Some administrative problems in establishing an area center for vocational agriculture," by Robert R. Whitman, Board of Cooperative Educational Services, Franklin County, Malone, New York. Published in *The Empire State Vo-Ag Teacher*, June, 1966, pp. 12-14.
3. "Problems and concerns in conducting agricultural mechanization programs in an area (vocational education) program," by Clifford Cole, Teacher of Agriculture, Northern Cayuga County B. O. C. E. S., Cato, New York. Published in *The Empire State Vo-Ag Teacher.*
4. "The Lewis County area vocational center young farmer program," by Bruce Bonesteel, Young Farmer Instructor and Julian M. Carter, Consultant in Agricultural Education. Published in *The Empire State Vo-Ag Teacher*, June, 1966, pp. 14-15.
5. "Shared-Time: A rationale for equal educational opportunity," an unpublished paper prepared by William Mellon, Graduate Research Assistant, Shared-Time Project, Research and Development Program in Vocational-Technical Education, Michigan State University.
6. "Shared-Time: Some considerations for curriculum in vocational education," an unpublished paper prepared by Urban T. Oen, Graduate Research Assistant, Research and Development Program in Vocational-Technical Education, Michigan State University.

Summaries of most of the presentations are being made for distribution at a second workshop to be held during the summer of 1967. Later, they may be revised and incorporated into a handbook for use by persons planning and conducting area vocational education programs through use of the shared-time concept.

WORKSHOP PARTICIPANTS SUGGEST ACTIONS TO FACILITATE DEVELOPMENT OF AREA PROGRAMS. Several suggestions were received from the workshop participants as part of their evaluation of the workshop. Their suggestions were summarized under the general areas included in the workshop program, as follows:

Legal Considerations

1. Secure clarification through an opinion from the State Attorney General of the legality of intermediate school districts conducting special elections at any time.
2. Statutory amendments are needed to simplify the procedures for combining existing boards of education for purposes of establishing area programs and constructing facilities.
3. Additional state financial aid is needed for operating expenses (including transportation of students and for capital outlay).
4. State policy guidelines for locating area vocational education centers and for establishing programs of instruction should be more definitive than at the present time.

Community Considerations

1. Additional services are needed from the Vocational Division, Michigan Department of Education and the universities to provide (a) information about advantages and disadvantages of area programs, supply of and demand for workers in the labor force, and changing patterns of population, community centers, etc.; and (b) assistance in getting leaders from schools, business, and the community together

to consider the alternatives for improving vocational education.

2. Utilize outside "experts" in a series of one-day workshops for school personnel (superintendents, principals, curriculum coordinators, vocational directors, counselors and others) and members of boards of education for the purpose of discussing alternatives and factors to consider for developing area vocational education programs.
3. Develop a film to visualize the need for vocational education and the alternatives available in Michigan for improving the situation.

Curricular Considerations

1. Establish vocational curricula in an area center on the basis of what is needed but what cannot be offered in the existing schools.
2. Develop and publish vocational curriculum guides for area vocational-technical schools.
3. Develop a pre-technical curriculum bridging high school and community college programs.

Manpower Demand Considerations

1. Maintain projections of occupational requirements for labor market areas on 15 year basis.
2. Secure information from informational services of all state agencies.
3. Establish specified service areas for post-high school institutions to permit some economies in establishment of classrooms, laboratories, and in job placement of students.

Other Considerations

1. Prepare sample instruments for implementation of area vocational education programs.
2. Establish pilot programs to demonstrate the recommended practices for planning, organizing, conducting and evaluating vocational education programs through use of the shared-time concept.

THE FUTURE

Some of the problems associated with the development of area vocational education programs through use of the shared-time concept have been identified through (1) reviews of literature, (2) on-site visitations to schools where such programs are being planned or are in operation, (3) discussions with state department of education personnel, (4) need and feasibility studies for vocational and technical education in given geographical areas, and (5) many other approaches.

The tasks ahead may be identified, briefly, as (1) publication of information which focuses on the shared-time concept for area vocational education programs, and (2) conducting a second workshop for educational leaders concerned with the shared-time concept for area programs.

There will be need for establishment of pilot programs to demonstrate the best known practices for developing, conducting, and evaluating area programs. However, such pilot programs will be beyond the scope of the present project.

In addition, a sub-study is being conducted of the aspirations of 11th graders for occupations and education and of the aspirations of parents for their 11th graders. This study includes data from 11th graders and their parents in approximately sixty high school districts in rural Michigan. The data will give some insights regarding community factors as well as personal factors to be considered when developing area vocational education programs.

APPENDIX A

Questionnaire for Survey of Shared-Time Area Vocational Education Programs

RESEARCH AND DEVELOPMENT PROGRAM
in Vocational-Technical Education
310 Erickson Hall
Michigan State University

April 1966

A SURVEY OF SHARED-TIME PROGRAMS OF VOCATIONAL EDUCATION

Col.

1. School, Name:_____ (1-2)
   Address:_____ (3-4)

2. Person completing this questionnaire:
   Name:_____
   Title:_____ (5)

NOW WE WANT TO KNOW SOMETHING ABOUT THE SCHOOLS WHICH SEND STUDENTS TO PARTICIPATE IN THE SHARED-TIME PROGRAM.

3. How many high schools are participating in this shared-time program?
   Number of Public High Schools (1)_____ (6)
   Number of Non-Public High Schools (2)_____ (7)
   Number of Public School Districts (3)_____ (8)

   Comments: _____ (9)

4. How many pupils (K-12) are currently enrolled in your school system? (10-14)
   (Use official MEMBERSHIP for 1965-66) _____ (15)

5. How many pupils from public and non-public schools are involved in your shared-time vocational education program?
   Pupils from your own school (1)_____ (16-18) (19)
   Pupils from other public schools (2)_____ (20-22) (23)
   Pupils from non-public schools (3)_____ (24-26) (27)
   Total (4)_____ (28-31) (32)

NOW WE WANT TO KNOW SOMETHING ABOUT THE NATURE OF THE SCHOOL(S) WHICH RECEIVE(S) THE SHARED-TIME STUDENTS.

6. Where are the facilities for the vocational courses located?
   All are provided at a central site (1)_____ (33)
   Decentralized at two or more sites (2)_____
   Other (describe) (3)_____

7. Where are the general courses (English, mathematics, science, industrial arts, social studies, etc.) given for students enrolled in the vocational courses? (34)
   General courses are taken at the HOME HIGH SCHOOL (1)_____
   General courses are taken at the same school as vocational courses (2)_____
   Other (describe) (3)_____

8. What is the administrative structure for operating the shared-time vocational education program? (35)

   Program is administered through a public POST-HIGH SCHOOL INSTITUTION (such as Community College, Junior College, Technical Institute, etc.) (1)_____

   Program is administered through a regular high school district (2)_____

   Program is administered through an intermediate or county school district (3)_____

   Program is administered through a state school located to serve a sub-area of the state (4)_____

   Other (describe) _____ (5)_____

NOW WE WOULD LIKE TO KNOW SOMETHING ABOUT THE TRANSPORTATION AND SCHEDULING OF THE STUDENTS FOR SHARED-TIME VOCATIONAL EDUCATION PROGRAMS.

9. Is transportation provided? (36)
   For none of the students (1)_____
   For some of the students (2)_____
   For all of the students (3)_____
   _____ Other (4)_____

10. About how far do students travel?

Less than 5 mile radius	(1)_____	(37)
5-10 mile radius	(2)_____	
10-15 mile radius	(3)_____	
15-20 mile radius	(4)_____	
20 or more miles radius	(5)_____	

11. The area served by this shared-time vocational education program (area from which the students come) is best described as: (38)

Metropolitan: encompassing a major population center, but not including rural areas (1)_____

Mainly urban area with some rural areas, but including population centers in excess of 25,000 (2)_____

Serving urban and rural areas, but not including any population center in excess of 25,000 population (3)_____

Mainly rural (towns with population 2,500 or less) including both farm and non-farm youth (4)_____

Other (describe)_____ (5)_____

_____

12. Have the daily class periods been adjusted so that the beginning and ending of the periods are similar in all schools? (39)

No	(1)_____
Yes	(2)_____
_____ Other	(3)_____

13. What is the usual pattern for the amount of time spent by the shared-time students in the receiving school? (40)

Two periods per day, five days per week	(1)_____
More than two periods per day, five days per week	(2)_____
Full day, five days per week	(3)_____
Full day, two days per week	(4)_____
_____ Other (specify)	(5)_____

14. Do the shared-time students have an opportunity to take courses in addition to the vocational courses in the receiving school?

No	(1)_____	
Related instruction	(2)_____	(41)
General education classes such as English, mathematics, etc.	(3)_____	(42)
_____ Others	(4)_____	(43)

15. Extra-curricular activities (varsity athletics, band, dramatics, etc.) (44)

Students may participate in these at their home high school	(1)_____
Students may participate in these at the school where they take their vocational courses	(2)_____
_____ Other (specify)	(3)_____

SELECTION OF STUDENTS TO PARTICIPATE IN THE SHARED-TIME PROGRAM

16. How are students in the sending schools informed about the courses (or programs) available? (45)

_____

_____

17. In what way, if any, are the parents of students in the sending schools involved in the process of informing the students? (46)

_____

_____

18. What is the role of the receiving school in relation to selecting students to participate in the shared-time program? (47)

_____

_____

19. What is the role of the sending school in relation to selecting students to participate in the shared-time program? (48)

_____

_____

FINANCES FOR THE SHARED-TIME VOCATIONAL EDUCATION PROGRAM. WE WANT TO IDENTIFY SOME OF THE PATTERNS WHICH ARE EMERGING FOR FINANCING SHARED-TIME VOCATIONAL EDUCATION PROGRAMS.

20. Please check the sources of funds for the shared-time vocational education programs:

Kind of Expenditure	Sources of Funds: Federal Funds	State Funds	Sending School	Receiving School	Other sources: Specify
Capital Outlay:					
Site	(49)_____	(50)_____	(51)_____	(52)_____	(53)_____
Facilities	(54)_____	(55)_____	(56)_____	(57)_____	(58)_____
Equipment	(59)_____	(60)_____	(61)_____	(62)_____	(63)_____
Operating Expenses:					
Instruction	(64)_____	(65)_____	(66)_____	(67)_____	(68)_____
Transportation	(5)_____	(6)_____	(7)_____	(8)_____	(9)_____
Supplies	(10)_____	(11)_____	(12)_____	(13)_____	(14)_____
Other	(15)_____	(16)_____	(17)_____	(18)_____	(19)_____

FINALLY, WE WOULD LIKE TO KNOW SOMETHING ABOUT THE SUBJECTS PUPILS FROM OTHER SCHOOLS STUDY IN THE SCHOOL WHERE THEY RECEIVE VOCATIONAL EDUCATION. PLEASE LIST THE COURSES AND THE NUMBER OF PUPILS ENROLLED BY GRADE LEVEL. INCLUDE ALL THE COURSES WHICH ARE CONSIDERED "VOCATIONAL" IN SUCH AREAS AS AGRICULTURE, DISTRIBUTION, OFFICE, HOME ECONOMICS AND INDUSTRY.

Course	Length of Course: 1 Sem. or less	More than 1 Sem.	Number Enrolled: 10th Grade	11th Grade	12th Grade
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Please ENCLOSE copies of brochures, special forms, policy statements or any other similar materials that have been developed in connection with your program.

YOUR COOPERATION IS GREATLY APPRECIATED. PLEASE USE THE ENCLOSED STAMPED ENVELOPE TO RETURN THIS QUESTIONNAIRE BEFORE MAY 1, TO:

Shared-Time Project
Research & Development Program
in Vocational Education
Room 310 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

E-BR must VT

The Research And Evaluation reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education.

This report is one of a series of final reports pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education.

FROM:
ERIC FACILITY
SUITE 601
1735 EYE STREET, N. W.
WASHINGTON, D.C. 20006

PROJECT 201

A Study of a Block-Time Schedule for Teaching Vocational Office Practices

PROJECT 301

A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education

PROJECT 501

Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs

PROJECT 601

The Development and Demonstration of Unified Vocational Education Programs in Small Rural Area High Schools

PROJECT 701

Evaluation Systems for Local Programs of Vocational-Technical Education

PROJECT 801

Hospitality Education Curriculum Development Project

CONTRACT OE5-85-111 Report

A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept

For copies of the above reports and for further information contact:

Director
Research and Development Program in
Vocational-Technical Education
115 Erickson Hall
Michigan State University
East Lansing, Michigan 48823